



Indiana Department of Education

Glenda Ritz, NBCT

Indiana Superintendent of Public Instruction

Title I – 1003(g) School Improvement Grant Application SY 2016-2017

LEAs must submit an application for EACH school applying for 1003(g) to 1003g@doe.in.gov.

Part 1: Grantee Information

Instructions: Complete school and district information below.

	Michigan City Area Schools		4925
	Edgewood Elementary		4805
	Dr. Barbara Eason-Watkins		bewatkins@mcas.k12.in.us
	Dr. Jan Radford		jradford@mcas.k12.in.us
	Peggy Thomas		pthomas@mcas.k12.in.us
	502 Boyd Circle	Michigan City	46360
	(219) 873-2079	(219) 873-2019	

Select Application Type: Transformation Turnaround Early Learning Whole School Reform Restart Closure

Part 2: Grant Award Information

1003(g) LEA application released (Draft)	May 31, 2016
Technical assistance training through a live webinar. Join the webinar through the link . Number: (877) 422-1931 Pin: 542-270-3981	July 14, 2016 10:00-11:00 am
Technical assistance training through open calls. Number: (877) 422-1931 Pin: 542-270-3981	July 20, 2016 3:30-4:30 pm AND July 28, 2016 10:00-11:00 am
Technical assistance through appointments on-site at the Department of Education. Schedule an appointment using the jot form: https://form.jotform.com/61465812951964	August 16, 2016 9:00 am- 4:00 pm AND August 18, 2016 9:00 am- 4:00 pm
LEA applications due	August 30, 2016
Preliminary Award Notification	September 30, 2016
Planning/Technical Assistance	October 1, 2016 – December 30, 2016
Early Implementation	January 1, 2017 – June 30, 2017

Grant Award Resources:

- USED SIG information: <http://www2.ed.gov/programs/sif/legislation.html#guidance>
- Indiana SIG Award Information: www.doe.in.gov/sig

	School Improvement Grant
	U.S. Department of Education
	Indiana Department of Education
	84.377A
	School Improvement Grants
	S377A00120015A

Instructions: Please complete the table below regarding who was involved with the grant process.

Name	Title
Peggy Thomas	Principal
Kristin Smith	Instructional Coach
Jeni Conrad	Building Leadership Team Chair, 2 nd Grade Teacher
Teresa Pavloff	Building Leadership Team member, Kindergarten Teacher
Jennifer Buchanan	Michigan City Education Association Vice President, Building Leadership Team member, First Grade Teacher
Michelle Sickles	Building Leadership Team member, Third Grade Teacher
Holly Stanisci	Building Leadership Team member, Fourth Grade Teacher
Courtney Barber	Building Leadership Team member, Fifth Grade Teacher
Paula Day	Building Leadership Team member, Six Grade Teacher
Jamie Buchanan	Building Leadership Team member, Special Education Teacher
Megan Lamb	Edgewood Association President
Dr. Barbara Eason-Watkins	LEA Superintendent of Michigan City Area Schools
Dr. Jan Radford	LEA District Director of Curriculum & Instruction
Micki Webb	LEA District Data & Grants Coordinator
Kevin McGuire	LEA District Technology Director

Instructions: Consultation with Stakeholders: List each meeting or other activity held to consult with stakeholders regarding the LEA's application. Indicate the numbers present from each stakeholder group and the general discussion or feedback at the meeting.

Meeting Topic	Date & Time	Parents/ Community	Teachers /Staff	School Administrators	School Board	District Staff	Students	General Discussion or Feedback Received
Union representatives	8/5/16		2	1				Met with the building rep and the vice president of the union to discuss the SIG grant and how it would be used to support our building goals.
Teacher representatives	8/12/16		9	1				Principal met with teacher representatives to discuss SIG planning and teacher leadership needs. A discussion on the course work needed in order to become teacher leaders was held. We also discussed what supports were needed to ensure our subgroups' academic success.
Purdue University Northwest	8/16/16	1		1				Principal consulted with PNW Education faculty and discussed potential impact of SIG grant and school transformation via school and university collaborations. Discussed PNW practicum placements whereas Education degree candidates would have unique experiences as part of the overall school transformation model and provide critical academic and socioemotional support aligned with identified student needs.
Father Engagement	8/17/16			1	1			Principal met with Vice President of the School Board, Marty Corley, to discuss community involvement to address subgroup populations.
"Fathers Being Involved" Male Mentoring group	8/17/16	11		1	1			Discussed the vision and expectations of the SIG grant that would involve their organization and impact on academic and behavioral performance of

								identified subgroups of male students. A mission statement was created for the organization as well as the determination of three major goals to be completed in this school year. School Board member is one of the organizational founders.
Back to School Parent Meeting	8/16/16	54		1				The Principal discussed the vision and mutual expectations of the SIG grant that would include meaningful and ongoing parent engagement. There was a question and answer session where parent input was recorded in order to impact the grant. The parents were provided with suggestions for how to be involved in their child(ren)'s education. Volunteer forms were also available and filled out by parents during this time.
Edgewood Staff	8/15/16		24	1				The Principal discussed the vision, expectations, and of roles of the SIG grant, impact on teachers, staff, and community. Another meeting was held with the Building Leadership Team to create a team to oversee the grant writing process. We also reviewed the school-wide goals to ensure that the grant was aligned with the focus of the building.
Building Leadership Team	8/15/16		9	1				
District Discussion with Association	8/23/16		8	3		3		The Curriculum Director presented Edgewood's SIG proposal overview to Discussion. Received affirmation to proceed.
Dr. Jan Radford and Micki Webb	7/14/16 8/18/16- 8/24/16 8/25/16 8/26/16 8/29/16		1	1		2		Secured LEA support to ascertain capacity for mentorship and to implement key elements of transformation model. Data Specialist & Curriculum Director worked with writing team on proposal development.

	8/30/16							
Samaritan Counseling Center of Michigan City	8/15/16 8/24/16	1	1	1		2		Discussed community collaboration and secured commitment to address unmet mental health needs and external barriers to school success via weekly pro bono school based services.
Meeting with Superintendent for approval to submit grant	8/25/16		1	1		3		Directors of Curriculum & Technology met with Superintendent for approval to proceed with grant submission.
Sixth grade students	8/30/16		3	1			40	Sixth grade student meeting to brainstorm student ownership elements and provide input into the development of SIG grant and their respective roles as critical stakeholders.

Instructions: Describe the process and comments from family and community input

- How and when was information shared?
- How was family and community feedback incorporated into your grant?
- How was your grant changed as a result of input?

<p>Family</p>	<p>Information was shared with the Edgewood School Association on 8/15/16, and all parents on 8/16/16 during Back to School Night where all parents were invited into the cafeteria to meet with the principal. They viewed a Powerpoint presentation about our vision and expectations of the SIG grant that would involve their participatory support. A second parent meeting was held specifically with fathers and father figures on 8/17/16. Parents were given the opportunity to provide input, ask questions, voice concerns, and offer feedback of our plans. Major input centered on sustained and meaningful engagement of parents to support their child. As a result of the input from both meetings and from the Edgewood School Association, we have incorporated family and community feedback and modified our application to address critical parent and community engagement components. Based on this input, we will differentiate opportunities for involvement based on strengths, contributions, and availability to address the overall and subpopulation needs of students identified in our data. We are currently organizing a support system referred to as _____ (FBI) of fathers and father figures to help fill the void for children who may lack male role models. The group, will increase the member capacity of the Edgewood School Association by ten percent annually and provide meaningful and sustained contributions to the school improvement efforts via support for fellow fathers and father figures in the education of their children and weekly mentorship visits to 15 classrooms. The organization includes members of the School Board of Trustees, the Black Ministerial Association, and members of the Michigan City Commission for Social Status of African American Males. This group will specifically impact on an ongoing basis, the subpopulations of student disparities identified in our data and has agreed to a commitment to finance the research based _____. A process for ongoing collaboration and input from parents will be further demonstrated through monthly parent nights, parent teacher conferences, Tuesday Communication folders, and parent contact logs. In addition, we have parent representatives who are actively involved in our school improvement plans.</p>
<p>Community</p>	<p>On 8/15/16 and 8/24/16 we met with the Samaritan Counselling Center to discuss unaddressed socio-emotional needs and non-cognitive factors that impact school success. On 8/17/16, the preliminary plan for the School Improvement Grant was shared with community members. Discussion reflected authentic dialogue of the external barriers to school success that impede student achievement. Conversation centered on how their role aligns with the overall plan and represents meaningful contributions. Community members were given the opportunity to voice their concerns, ask questions, provide feedback, and articulate their commitments to plan modifications. As a result, the plan was modified to address student needs. Purdue Northwest has committed to Edgewood as their practicum site. After the discussion, more PNW classes were added to our school. PNW administrative faculty provided an articulation agreement for the SIG grant proposal which documented their projected contributions for tutoring, co-teaching, and small group instruction that will foster a sustainable relationship after the funding cycle ends. The Samaritan Center has documented their pro bono contribution in a letter of support. With 79% of Edgewood students receiving free or reduced lunch, the cost of mandated school uniforms may also be a challenge for some of our Edgewood families. Thus the Drifters Organization, an organization of black women professionals including former educators, and area churches have agreed to specifically support school improvement by providing the highest need students with the required school uniforms. The development of an academic mindset will be promoted through the peer mentorship of Barker Middle School's National Honor Society students, many of whom are Edgewood alumnae. The LaPorte County Public Library will address technology disparities through access to digital resources by funding student passcodes. Partnership with the La Porte Community Public library will allow us to provide culturally responsive literacy materials in both digital and hard copies for our students.</p>

Part 3: LEA and School Assurances and Waivers

Instructions: Certain terms and conditions are required for receiving funds under the School Improvement Grant and through the Indiana Department of Education (IDOE). Therefore, by signing the following assurances, the grantee agrees to comply with all applicable federal, state, and local laws, ordinances, rules and regulations, provisions and public policies required and all assurances in the performance of this grant as stated below.

The LEA/Eligible Entity must provide the following assurances in its application. The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.

- Use its School Improvement Grant to implement fully and effectively an intervention in each Focus or Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Focus or Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Focus or Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Focus or Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements (only need to check if school is choosing RESTART model)
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Focus or Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union with each school application indicating its agreement to fully participate in all components of the school improvement model selected (n/a for charter schools)
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members
- Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations
- School Improvement Grant funds will be used only to supplement and not supplant federal, state and local funds a school would otherwise receive
- Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes for which the proposed funds are awarded

- Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary
- Provide ongoing technical assistance to schools identified for School Improvement Grant as they develop or revise their school improvement plan, and throughout the implementation of that plan
- Coordinate the technical assistance that is provided to schools in the School Improvement Grant. Assistance to schools may be provided by district staff or external consultants with experience and expertise in helping schools improve academic achievement
- Expenditures contained in this School Improvement Grant application accurately reflect the school improvement plan(s)
- Assist the school in analyzing results from the state assessment system and other relevant examples of student work. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in curriculum and instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan
- The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement
- The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan
- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner

The LEA must check each waiver that the LEA will implement.

“Starting over” in the school improvement timeline for Focus or Priority Title I participating schools implementing a turnaround or restart model (only need to check if school is choosing RESTART model)

Implementing a school-wide program in a Focus or Priority Title I participating school that does meet the 40 percent poverty eligibility threshold

By signing below, the LEA agrees to all assurances above and certifies the following:

- The information in this application is, to the best of my knowledge, true. The agency named here has authorized me, as its representative, to file this application and all amendments, and as such action is recorded in the minutes of the agency's meeting date
- I have reviewed the assurances and the LEA understands and will comply with all applicable assurances for federal funds
- I will participate in all Title I data reporting, monitoring, and evaluation activities as requested or required by the United States Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the IDOE, required audits by the state board of accounts, annual reports, and final expenditure reporting for the use of subgrant funds
- By submitting this application the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term “principal” for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA

The LEA must check each waiver that the LEA will implement.

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- The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application

	<i>Barbara J Eason-Watkins</i>	August 25, 2016
	<i>Jan Radford</i>	August 25, 2016
	<i>Peggy Thomas</i>	August 25, 2016

- The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application

	Dr. Barbara Eason-Watkins See appendix 12 for signature page.	August 25, 2016
	Dr. Jan Radford See appendix 12 for signature page.	August 25, 2016
	Mrs. Peggy Thomas See appendix 12 for signature page.	August 25, 2016

Part 4: Schools to be Served by LEA

Instructions: List ALL schools who qualify for the grant and how they will be served by the LEA. The LEA should determine the model selection based on Part 5 school Needs Assessment and Goals.

School Name	Grade Span	Priority (P) Focus (F)	Selected Model	No model will be implemented – Explain why the LEA believes they do not have the capacity to serve this Focus or Priority School
Edgewood Elementary	K-6	P	Transformation Model	Not applicable
Krueger Middle School	7-8	F	Will not apply this year.	Krueger Middle School's principal resigned early in July, and we have an interim principal in place. The Instructional Coach is also new to the school and district as last year's coach retired. With the tight turn around time, we did not feel the school or the district had the capacity to develop a strong proposal for Krueger Middle School.

Part 5: School Needs Assessment and Goals

Instructions: Describe below the current processes for collecting, analyzing, and utilizing relevant school data, including student achievement data and a review of student subgroup populations. ()

Describe below the school's comprehensive needs assessment:

School leadership and instructional staff further provide ongoing monthly analysis of data, assessment trends, as well as an operational review of attendance and overall discipline and discipline demographics of subpopulations. Edgewood utilizes the data analysis resources and worksheets available from the MA Rooney Foundation to guide systematic data collection, analysis, and utilization. Assessment and diagnostic data is initially analyzed by the Building Leadership Team composed of the Principal, Instructional Coach, and a representative from each grade level to assess our adherence to standards. Data is shared with teachers during PLC time. Grade level teams work in PLCs to analyze the results by grade level and document successes and challenges including behavioral and attendance concerns. As part of the systematic process, grade level teams utilize data from the Academic Standards Summary, Disaggregation reports, Proficiency Rosters, and the Applied Skills Distribution report to document their observations of successes and challenges with particular attention to subpopulations. This approach allows all instructional staff to cultivate a rich understanding of data trends, disparities in sub-populations, curriculum alignment, as well as guide school improvement efforts.

A system in place to monitor the absenteeism and discipline of our students. All absences not reported by a parent will be followed up with a phone call from our EAP person. Letters are sent to parents of students who miss five days and then again for seven days. Students who have nine absences are referred to Project Attend. Project Attend meets on a monthly basis. Project Attend parents meet with representatives from the Department of Child Services, Juvenile Justice and district officials. There are follow up meetings every thirty days to ensure that absenteeism is not excessive. We monitor and track referrals to the office to determine the effectiveness of our behavior management system. At grade level team meetings we identify students with a high recidivism and determine appropriate consequences or supports.

Our analysis indicated disparities in the following ISTEP+ 2014-15 data is underperformance of Black and Free and Reduced Lunch students and the need for additional interventions:

	Free & Reduced	Paid	White	Black
ISTEP+ Overall- Did Not Pass	72%	33%	49%	68%
ISTEP+ ELA	53%		36%	50%
ISTEP+ Math	63%		38%	66%

In 2014-2015, there was a change of standards and assessment which impacted our scores. This resulted in a 19% decrease in the number of students passing ELA after two years of increases. Edgewood students, across all grade levels, have not shown the necessary comprehension skills to answer higher level comprehension questions, especially in the area of academic vocabulary and close reading. Black students in particular demonstrated a weakness in this area. Math continues to be an area with a negative five year trend and is therefore considered a priority focus. A 28% discrepancy in the achievement gap between black and white students in math on the ISTEP+ test is reflected in the 2014-15 data. Black students in grades 3, 4, and 5 scored significantly below white students on the diagnostic test. The lowest performance areas on and ISTEP+ tests were in the area of number and operations. Data is utilized to inform instruction, determine groupings for interventions, after school remediation, and other necessary supports such as counseling, Project Attend, and mentoring.

Instructions: Based on the most current available data, complete the table below for your **overall student population**.

Overall Achievement Indicators	SY 2014-2015 Baseline Data	Projected GoalSY 2015-2016	SY 2016-2 017 Goal	SY 2017- 2018 Goal	SY 2018- 2019 Goal	SY 2019- 2020 Goal	SY 2020- 2021 Goal
1. Percent of students proficient on ISTEP+ (Both ELA and Math) (3-8)	38.7%	44%	51%	60%	67%	75%	80%
2. Percent of students proficient on ISTEP+ (ELA) (3-8)	55.2%	54%	61%	70%	77%	85%	90%
3. Percent of students proficient on ISTEP+ (Math) (3-8)	45.6%	51%	58%	65%	72%	79%	87%
4. Percent of students proficient on IREAD (Spring Test Only) (3)	75%	74%	79%	84%	89%	94%	99%
5. 10 th grade ECA pass rate (English 10)							
6. 10 th grade ECA pass rate (Algebra I)							
7. Non-Waiver Graduation Rate (HS only)							
8. College enrollment rates (HS only)							
Leading Indicators							
1. Number of minutes in school year students are required to attend school	61,200	61,200	61,200	61,200	61,200	61,200	61,200
2. Number of daily minutes of math instruction	60	60	75	75	75	75	75
3. Number of daily minutes of ELA instruction	135	135	135	135	135	135	135
4. Dropout rate – HS only							
5. Student enrollment number	248	308	312	312	312	312	312
6. Student attendance rate (must be a % between 0 and 100)	95	95	96	96	96	98	98
7. Number of students completing advanced coursework (e.g. AP/IB) (HS only)							
8. Number of students completing dual enrollment classes (HS only)							
9. Number of students completing BOTH advanced & a dual coursework (HS only)							
10. Types of increased learning time offered: -Longer School Year – LSY -Before/After School – BAS -Weekend School – WES -Longer School Day - LSD -Summer School - SS -Other - OTH	BAS	BAS SS OTH	BAS SS OTH	BAS SS OTH	BAS SS	BAS SS	BAS SS
11. Discipline referral numbers –behavioral referrals counted	871	767	667	567	467	367	267
12. Discipline incidents – number of suspensions and/or expulsions	119	92	80	70	60	50	40
13. Truants – number of unduplicated students who received truancy letters	5	3	3	3	3	3	3
14. Distribution of teachers by performance level on LEA’s teacher evaluation system. (Please indicate individual number for highly effective (HE), effective (E), improvement necessary (IMP), and ineffective (IN).	HE: 2 E: 13 IMP: IN:	HE: 4 E: 10 IMP: 1 IN:	HE: 6 E: 9 IMP: IN:	HE: 6 E: 9 IMP: IN:	HE:10 E: 5 IMP: IN:	HE:10 E: 5 IMP: IN:	HE:10 E: 5 IMP: IN:

15. Teacher attendance rate (must be a % between 0 and 100)	95%	95%	96%	96%	97%	97%	97%	97%
16. Teacher retention rate (must be a % between 0 and 100)	100%	98%	100%	98%	98%	98%	98%	98%

Instructions: For the following categories, please demonstrate (1) how the LEA has analyzed specific needs for instructional programs, school leadership, and school infrastructure and (2) justification for the selected interventions for these areas. Each area should be tied back to data in Part 5 and address student subgroup needs.

<p>LEA analysis Instructional Programs</p>	<p>Our district's support of our subgroup populations, has lead to creating differentiated instructional programs which support all learners. MCAS defined our own Balanced Literacy model as well as Guided Reading practice (See Appendix 1) for K-6 instruction. The district adopted Reading Street as its core reading program, K-5, in 2013. We utilize the following programs for intervention: Fountas & Pinnell's Leveled Literacy Intervention Kits, Read 180, and System 44 for Tier 2 intervention in grades K-6. These interventions allow us to target our subgroups of free and reduced lunch and black students, in addition to others that are being served. i-Ready Reading has been selected as the formative assessment as well as within class intervention for K-6. Writing instruction focuses on Lucy Calkins Units of Study. Edgewood has embraced the programs and worked hard to create an environment for strong achievement for all sub groups, yet saw a decrease of one point in ELA ISTEP+ from 2015 to 2016 in preliminary data. The district adopted i-Ready Math for its core math program in 2016 as well as for the math formative assessment component. i-Ready Math also has a built in math intervention component. Edgewood was a leader in the math adoption and piloted i-Ready Math last year. After several years of math deficiencies, they demonstrated a significant increase in math ISTEP of six points from 2015 to 2016. Edgewood is on the cusp of transformational achievement growth. In Summer 2016, the district created Math Maps and an instructional overview K-8 (Appendix 2). Edgewood had strong teacher representation in this process, due to their pilot experience. The district had an MSP grant in conjunction with Purdue Northwest, CARE Math (Conceptual Algebra Readiness for Everyone) The eligible staff in grades 3-6 participated and have incorporated the strategies into their weekly lesson plans. The district focused Title I funds for Instructional Coaches at the elementary and middle school levels to provide ongoing, job-embedded professional development and instructional support. Edgewood's current coach is a rising star in the district. She is currently serving on the district State Development Network Team and has a leadership role in the K-8 Math Curriculum Map and professional development project for the district. (See Appendix 3 for an overview of the MCAS Coaching Model.)</p>
<p>Justification for Selected interventions (include alignment to model chosen)</p>	<p>SchoolRise is selected as the intervention to build the capacity of the staff, use data to inform instruction, and simultaneously build their internal capacity for leadership and accelerate growth beyond the grant cycle. Principal leadership will be cultivated through SchoolRise, district and peer mentorship, and virtual instruction that will accelerate her learning and leadership skills. The Superintendent and Curriculum Director will meet monthly with the principal to monitor academic growth among sub-groups and provide mentorship. The peer mentor will be a principal who has completed year one of the SchoolRise proces. School Rise (Appendix 4) will support Edgewood's efforts and help them work through a Comprehensive Needs Assessment, including school infrastructure, classroom practices, and student outcomes by subgroup. SchoolRise will help to build a vision of the Edgewood graduate, and then customize PD to define what each grade level's responsibilities, develop assessments, and provide content area support to ensure rigor and a robust curriculum is developed. Edgewood has begun a school improvement process whereas math work has been accelerated in the last year through a pilot implementation. The grant will support school-wide training to deepen teachers' understandings of the math, reading, and writing initiatives along with the INCCR standards; creating and using formative assessments to inform instruction; and develop teacher leaders within the grade levels. Teachers will be selected for additional training to become team leaders and provide the ongoing training for their colleagues as well as acculturate new staff in the "Edgewood Way." The district is in cohort two of the State Development Network and will focus on reducing achievement gaps among subgroups. The district SDN team will provide training on data analysis with all principals and building leadership teams.. As a result of this training at a district level, our staff will be better prepared to analyze data and refine instruction. Concurrently, Edgewood will engage in the development of purposeful family and community partnerships to address non-cognitive factors and socio-emotional barriers that impact school achievement. The staff also plans to incorporate the work on Growth Mindset and the Responsive Classroom to address behavioral, social-emotional, and academic needs of the students.</p>

<p>LEA analysis</p>	<p>Superintendent Dr. Barbara Eason-Watkins analysed school data and identified leadership as a weakness. The sitting principal was approaching retirement and had some significant health concerns. As a result, faculty were not pushed to participate in professional development and keep up with district initiatives. The staff was slow to adopt and effectively implement new programs and instructional strategies. A strong coaching relationship did not exist with the school faculty. Leadership and instructional weaknesses resulted in significant achievement gaps among subgroups and relative underachievement across the board. The district identified Peggy Thomas as a highly respected instructional leader indigenous to the Michigan City Community. She had distinguished herself as an instructional coach able to guide a large staff. Widespread support from teachers, the association, and external community partners provided her with strong interrelationships to support transformational efforts. At the end of the 2011-12 school year when the Edgewood principal took a medical leave, Mrs. Thomas was assigned as 'Acting Principal' who provided consistent and hands on leadership in student discipline. Teachers felt supported in their efforts to learn and quickly realized that they were lagging in their understanding of literacy instruction. When the principal filed for retirement, the district established an interview team led by the Associate Superintendent who interviewed several qualified candidates and unanimously selected Mrs. Thomas as the right leader. She was appointed in July of 2012, shortly before the school received its first "F" rating. In her first year, Mrs Thomas worked tirelessly to establish clear expectations for all students and faculty. She was given the administrative flexibility to recruit one of the district's best instructional coaches. They established a framework of trust and accountability, improved professional development in Balanced Literacy, built strong literacy and math intervention structures, leveraging district resources but also relying on community volunteers and National Honor Society students to address the needs of all students with a particular focus on subgroups of students identified as Free and Reduced as well as Black students who had historically demonstrated disparities in achievement data. After the first year, student outcomes improved and the school improved from an "F" to a "D" and was within 0.25% of a "C." and further supports the rationale for supporting Mrs. Thomas as an emerging transformational leader. The following two years, the district experienced some boundary changes and Edgewood incorporated three low-income apartment complexes resulting in an influx of highly transient students from Chicago, Gary, and surrounding areas. Again, Mrs. Thomas and the school leadership rose to the occasion and led the staff in learning more about their students and to develop additional instructional strategies to meet their learning needs to develop a tighter teaching, learning, assessment cycle to monitor student progress and determine quick response strategies to meet overall students' needs and the needs of identified subgroups as identified in the data.</p>
<p>Justification for Selected Interventions (include alignment to model chosen)</p>	<p>School Rise (Appendix 4) aligns to Edgewood's transformation efforts as it enables schools to develop sustainable learning communities. Informed by the work of Eric Jensen on relationships and academic mindset, the five year focus will be on the continued development of building leadership of the principal as well as the staff (and students) ensure that Edgewood will maintain and continue to improve beyond the life of the grant. Edgewood and the Building Leadership Team composed of teacher representatives from each grade level acknowledge the importance of community oriented schools and the vital role of parents, community and students in helping to drive school improvement. Specific strategies are designed to continue to cultivate relationships that engage key stakeholders including students in meaningful and sustained ways and target the unique challenges experienced in this school and the community. Parent partners and the Safe Harbor afterschool program will expand learning time and be involved in the distribution and access of technology resources including tablets and the facilitation of after-school reading clubs to promote access to online reading materials that otherwise may be unavailable at home. Additionally, research indicates the importance of male involvement in impacting school achievement and discipline. Edgewood has only one male staff member and a significant percentage of our students reside in female headed households. Thus, the component will support the weekly male mentorship engagement of fathers and father figures in 15 classrooms. Student ownership will be evidenced through peer leadership of Middle School and 6th grade student literacy partners in reading clubs and in an active role in the photography and production of an outcome artifact video. Community partners further include Purdue University Northwest's Education Department, Samaritan Counseling Center, and the La Porte County Public Library.</p>

<p>LEA analysis School Infrastructure</p>	<p>Bolstering support of the LEA and Edgewood’s quest to assure that our students are college and career ready is the July 2016 commitment by the City of Michigan City to fund a \$5000 a year renewable Promise scholarship for MCAS graduates who are city residents The Promise scholarship availability includes the Edgewood geographic boundaries, will be shared with parents and will make the prospect of college a realistic and attainable long range goal. Edgewood Elementary has 14 classroom educators (two per grade level); 1.5 special educators (supporting a co-teaching model); itinerant PE, music, art, and speech instructors; a school nurse two days per week, a secretary, principal, counselor, a full-time instructional coach, three paraprofessionals and seven instructional assistants to support the instructional program. Multiple community collaborations support the mission of the school: Safe Harbor, presently serves 60+ students after school from 3 to 6 pm daily in a program that expands learning opportunities beyond the school day via tutoring (through collaboration with PNW) , homework assistance, robotic teams, master gardeners, Nike collaboration supporting health and wellness activities, snacks, supervised recreation, and enrichment activities. Purdue North West education students have practicum placements at Edgewood for math and reading as well as student teaching. Valparaiso University will provide Social Work practicum placements . Barker Middle School National Honor Society students provide after-school tutoring. Parent volunteers will be utilized based on identified interests, strengths, and availability to facilitate technology access in after-school reading clubs.. Fathers Being Involved (FBI) will provide classroom mentors, father mentors, and become an active part of the Edgewood School Association. Swanson Center provides counseling/social work services for students who are eligible through Medicaid. Samaritan Counseling Center will provide pro-bono weekly school based counselling support.</p>
<p>Justification for Selected Interventions (include alignment to model chosen)</p>	<p>The intensive professional development selected as interventions will energize the staff and accelerate their professional growth that has begun under the transformational leadership of Peggy Thomas. The project design for building staff capacity while building internal leadership will serve to continue the growth beyond the grant cycle for reading,writing, math, and the various culture components including: SchoolRise, Responsive Classroom, Growth Mindset by Eric Jensen, and ASCD courses, and the focus on ameliorating barriers which hinder students’ academic and social/emotional growth. Building internal leadership will enable the school to continue improving beyond the scope of the grant and to acculturate new staff to the “Edgewood Way” and impact the mindset of all stakeholders that academic success is attainable to all.</p> <p>In order to provide release time for teachers to collaborate, model for one another, develop grade level assessments, plan together, and have uninterrupted time with the instructional coach, we propose adding a long-term sub to the building. This will ensure a consistent, respected member of the staff serves as guest teacher while the classroom teacher engages in ongoing, job-embedded professional development. Subs will be utilized on a quarterly basis to provide half-day release time for grade level and cross-grade instructional planning and data analysis as demonstrated by SchoolRise curricular alignment and written modifications to lesson plans.</p> <p>We also propose use of stipends to continue teacher learning in the after school hours as well as during the summer and as an incentive to active teacher learning and development.</p>

Part 6a: Selection of Improvement Model

Instructions: Based on our findings of the data sources, the LEA is selecting this model for this school:

Transformation Turnaround Early Learning Whole School Reform Restart Closure

Instructions: Reflect on the data, findings, self-assessment, and the elements of the six improvement models. Determine the model that is the best fit for the school and that when implemented has the greatest likelihood, to affect principal leadership, teacher instruction, and student learning.

Rationale for selected model: The transformation process of academic and social/emotional improvement will be guided by Principal, Peggy Thomas, who has been the driving force behind the school's positive momentum. Intrinsic to the process is the Building Leadership Team, who has a clear grasp of the culture of poverty as well as the cultivation of key teacher leaders (via teacher training provided by ASCD and summer professional development). This will be established by the building leadership along with all Edgewood stakeholders. For many families, owning books and paying for internet service is considered an unaffordable luxury. This is often overshadowed by decisions that need to be made whether to "eat or heat". Many of our working parents juggle multiple service sector jobs and thus the Principal and Building Leadership Team recognize the necessity of addressing barriers to education that occur outside of the classroom and securing meaningful and differentiated parent engagement in the School Improvement Transformation process.

Describe how model aligns to Subgroups: Based on Eric Jensen's research in the book _____ we will provide supports for students' relational, achievement, classroom climate, and engagement mindsets to ameliorate external barriers which hinder students' growth, address non-cognitive factors, and impact student life trajectories. Also, we will focus on the three commonly underaddressed reading issues for the poor, which are poor working-memory, weak phonological processing skills, and a lack of culturally responsive grade level books at home. The SchoolRise model (www.schoolriseusa.com) will be utilized to implement a staircase or coherent curriculum, in which benchmarks for student learning, assessment, and instruction are coordinated across the grades. An intrinsic part of the transformation model is the relationships, trust, confidence, parent engagement, and unique understanding of the community and culture of Edgewood.

Describe how the model aligns to Overall Achievement Indicators: This process will foster a shared vision of school improvement among the entire Edgewood stakeholders. Inequalities in academics, particularly literacy and language development, are often exacerbated by poverty. Due to a high poverty population, there is a lack of print and digital literacy materials at home. Access to take home culturally responsive print and digital literacy experiences will be provided. Concurrently, Edgewood will enhance the book to student ratio, with classroom libraries and embed the research based i-Ready Reading and Math curriculum for students in grades K-6. This will impact student literacy development and overall academic achievement. The city has made a one million dollar contribution to the district to enhance technology access as part of a one to one ChromeBook initiative which indicates a shared vision centered on school transformation.

Describe how the model aligns to Leading Indicators: Strategies will address leading indicators of discipline, attendance, school engagement, for the overall population and identified subgroups and include purposeful partnerships with identified collaborators. There is no greater sustainability than changing mindsets of staff, parents and students, than transforming the very nature of the existing structure of the school and owning the belief that all students can be successful with the right system of support despite life circumstances. Once embedded in the Edgewood school culture, this systems approach promotes respectful schools, student engagement and becomes the vehicle for bringing best practice to life in classrooms that improves student learning and parental relationships.

The transformation model will provide the critical time and resources needed to support the Principal and staff in developing deep understandings of teaching and learning through differentiated professional development and leadership opportunities. Capacity will be developed by collaborative observations of best practice with embedded time to debrief, create, and document instructional modifications. The knowledge gained by the teacher leaders and instructional assistants will become an enculturated expectation and guide professional development decisions. New teachers will have the opportunity to benefit from the permanently transformed structure of professional development within the school and mentorship of novice teachers and university education interns. Weekly grade level planning with the instructional coach will be more purposeful and outcome driven.

We recognize that discipline and classroom management issues impact student achievement and engagement. Research demonstrates that the power of positive relationships result in a huge impact on academic, behavioral, and social performance. Eric Jensen's book, *The Art of Changing the Brain*, based on the research of Carol Dweck, will be an integral part of our PLC time and will drive our mindset reform. Capacity of teacher trainers will be increased by attending a three day training on the development of the growth mindset, led by Eric Jensen. School based trainers will in turn, facilitate professional development for their peers to ensure the principal, teachers, instructional support staff, counselor, ancillary personnel, and secretary have a growth mindset.

The transformation model will allow us to work closely with SchoolRise to refine the leadership development of the Principal. This partnership will give us the necessary resources to do an internal review of our practices and also provide a rigorous external review along with professional development opportunities. The professional development will focus on leadership development and capacity for change, while deepening knowledge about effective instruction, curriculum, and assessment. The SchoolRise consultants will guide school staff through a process to create a school-wide system for change that results in a long-term trajectory of continuous improvement. The Principal will also be provided monthly LEA level mentorship by the School Superintendent and the Director of Curriculum as well as peer mentorship by a district Principal experienced in the SchoolRise process.

We will provide our students with the 21st century technology and tools necessary to create student-driven learning based on student data. The culture of learning will be re-energized through engaging, interactive learning environments that celebrate movement and multiple learning modalities. Our enhanced classroom technology will enable us to equip our students with powerful tools to help them gather information, consult with experts beyond the classroom, and present their findings. Their autonomy and confidence will increase as teachers gradually release control and students work more on their own initiative for knowledge creation. Technology will enable students to manipulate information in a manner that accelerates understanding. Students will become authors, designers, and publishers of their own work. Technology expands the resources teachers can offer their students. Rather than remaining textbook dependent, technology can provide access to real-time information. Resources can be utilized in a more dynamic way when students can interact with content on a Promethean Board or through other technologies. Additionally, the i-Ready software will support student learning and engagement at school and home.

Edgewood's transformation will take a positive, intentional approach that centers on student achievement, while including a focus on increasing learning time for students and staff.

Part 6b: Selection of Improvement Model – Planning Year – SY 2016-2017

Instructions: ALL models must complete the planning year table below. While completing this table, schools must address the required elements and develop SY16-17 action steps. Schools might not complete all rows in this section and may add more rows if needed. (200 word maximum for each action step)

Please reference the IDOE SIG website: www.doe.in.gov/sig and utilize the document: 1003g SIG Models Part 6 SY 2016-2017, to help complete the Required Elements column that aligns with your model selection.

<u>Required Elements</u>	<u>Action Steps and Person(s) Responsible</u>	<u>Timeline</u>	<u>Budgeted Items</u>	<u>Measurable Outcomes</u>
Replace the principal who led the school prior to implementing the model	School Principal was replaced in the 2012-2013 school year. The new principal is Peggy Thomas. She will have a peer mentor, Cathy Bildhauser, who has completed year one of the SchoolRise Process. This will allow her to build her own leadership capacity along with leadership capacity of staff and students	Multiple Quarters	\$2000	This work will be documented in a reflective journal. Increase student achievement by 5% per year and parent involvement 10% per year.
Redesign of the current leadership structure in the building	Teacher leaders will be trained to develop, implement, and evaluate systems of job- embedded professional development using ASCD. Release time will be given for teachers to observe in one another's classroom. Funds for a permanent guest teacher to provide release time for teacher observation and debriefing. Persons Responsible: Principal Peggy Thomas, Six Identified Teacher Leaders	Multiple Quarters	\$36,230 long-term sub teacher salary- \$6,576 fringes	Teachers will use peer observation and debriefing to improve instruction. Meeting notes will be kept in a Doc to review new learning and changes in practice. Observation dates and how the permanent guest teacher was used will be kept in a Google Sheet. Each teacher will have 2 peer observations with debriefing.
Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement	Continue using RISE Evaluation System to assess teacher effectiveness and student growth.	Completed annually	No cost to grant	All teacher will have two formal evaluations each year. This will be documented in PIVOT.
Providing the staff with financial incentives or opportunities for leadership development	Seven teacher leaders will be paid a stipend to take the course Leading Professional Learning: Building Learning Capacity Through Teacher Leaders. 18 hours X 7 people	Multiple quarters.	\$4,200- stipends \$322- fringes	Teachers will have certificate of completion for 20 hours of coursework. The time spent working on this course will be documented on stipend forms.
Providing the staff with financial incentives or opportunities for leadership development	Seven teachers will be paid a stipend to plan differentiated PLCs based on teacher needs using training they received through ASCD 12 hours X7 people	Multiple Phases	\$2,800- stipends \$215- fringes	Time will be logged using Google sheets as the teachers plan and present at PLCs. A comprehensive plan will be created to map the

				job-embedded professional development occurring during the year.
Increase teacher and school leader effectiveness	Edgewood will provide professional development in the areas of reading through Fisher and Frey: We will focus on Text Dependent Questions with emphasis on close reading strategies and vocabulary: Person Responsible: Principal Peggy Thomas, Instructional Coach Kristin Smith	Multiple Quarters	No Cost to Grant	Professional Learning Community sign in sheets along with agendas will be maintained in a Google doc. Walk-through data will document effective use of the strategy along with student work.
Increase teacher and school leader effectiveness	Edgewood Elementary will use SchoolRise to provide professional development opportunities on leadership and development of principal, curriculum leaders and teacher leaders. Person Responsible: Principal Peggy Thomas/SchoolRise coordinators	Multiple Phases	\$47,977	Student data, School-wide Plan and Student Improvement Plan will be kept using the Assist platform.
Implementation around comprehensive instructional reform strategies; creating community-oriented schools	Edgewood will implement a new student protocol-through RtI to review their data as they enter our building.	Multiple Quarters	No cost to grant	RTI notes will be maintained. Records will be updated every four to six weeks to document progress. This will be kept in the Google folder and shared with the RtI team and teachers.
Implementation around comprehensive instructional reform strategies; creating community-oriented schools	Professional development in Responsive Classroom. Two teacher leaders, counselor, instructional coach, and principal would attend the Responding to Misbehavior conference on November 15 in Chicago. Identified students will work with therapist or social work intern Persons Responsible: Two identified teacher leaders, School Counselor Melissa Glowski, Social work intern, Principal Peggy Thomas, Instructional Coach Kristin Smith	Multiple Quarters	\$800- registration \$150- subs \$11.50- fringes No Cost to grant	Four PLC meetings will be focused on responding to misbehavior and those attending the conference will train the other teachers. This team would also be responsible for training any new teachers. Samaritan Center therapist and Social work intern will have a list of students and documentation of their participation.
Implementation around comprehensive instructional reform strategies; creating community-oriented schools	Edgewood will provide professional development in the areas of behavior through training provided by the lead teachers focusing on, Eric Jensen's Growth Mindsets described in the book Poor Students, Rich Teaching. Person Responsible: 4 teachers, curriculum coach, and principal would attend The 3-Day Teaching and Engaging with Poverty in Mind Summer Teacher Workshop in San Antonio	Multiple Quarters	No cost to grant \$7,560- stipends	Professional Learning Community notes and sign in sheets to document attendance and participation will be kept weekly. During PLCs teachers will train the staff on the strategies. To begin each mindset, a pre and post survey will be completed to note development. Documentation of training will be kept with sign-in sheets, and reflective notes.

	1 day training in the summer for Instructional Assistants to gain professional development in the mindsets and intervention strategies.		\$449- stipends \$83- fringes	Instructional Assistants will document the new interventions used in a google doc as they work with each student .
Implementation around comprehensive instructional reform strategies; creating community-oriented schools	Edgewood's staff and Edgewood School Association will host monthly family events focused on learning, Parent/Community Engagement.	Monthly	No Cost to grant	There would be a 10% increase in the number of families participating in family nights and during the school day. This will be documented on the sign in forms that parents will fill out upon arrival. We will document the number of parents who sign up to volunteer and complete background checks.
Implementation around comprehensive instructional reform strategies; creating community-oriented schools	A new partnership will be formed with the community churches called the FBI (Fathers or father figures Being Involved).	Monthly	No Cost to grant	This will provide 15 mentors, one for each classroom to ensure students have a positive male role model. The partnership will also increase our community support. Mentoring will be documented in a Google sheet with dates and activities completed.
Implementation around comprehensive instructional reform strategies; creating community-oriented schools	30 Chromebooks will be available for check out so that parents can access grade book, online learning supports, and support with their child(ren)'s homework. Kid friendly tablets made available for all students to check out and keep.	Multiple Phases Multiple Phases	\$11,500 \$24,648	Students will be able to use i-Ready math and reading online curriculum at home. This will be monitored through a Google Sheet. Students will be able to read digital media and use digital tools for research at home. Students will complete Time on Task logs which will be turned in monthly.
Increase learning time for students and staff	All students at Edgewood would have access during the summer to their reading and math learning paths Funds to provide access for all students to the i-Ready Reading and Math Learning Paths.	Multiple Phases	No Cost to grant	The time students are accessing their learning paths will be documented on Google Sheet. Teachers will also compare their beginning of the year assessment to determine growth.
Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)	Seven days for the Instructional Coach to provide support for implementation of summer i-Ready Stipends for teachers to plan standard-based curricula, as determined through our SchoolRise learning, over the summer months.	Multiple Phases	\$1,400- stipends \$107- fringes \$8,000 stipend & \$612 fringes	The instructional coach will document phone calls made to individual homes and level of support that was given. Scores from beginning to end of summer will be compared for growth. Teachers will submit proposals for summer planning and then document their plans and submit stipend forms.
Increase learning time for students and staff	Selected students will use the Cogmed computer program from Pearson to develop working memory . 15 trainees	Multiple Phases	\$2,300	Student time on program will be documented in a Google Sheet and pre and post reading running records scores will be evaluated.

Implementation around comprehensive instructional reform strategies; creating community-oriented schools	Partnership with Purdue Northwest and serve as their site for pre-service teachers (See Appendix)	Yearly	No Cost to grant	Professional Learning Community notes and sign in sheets to document attendance and participation will be kept in Google. Running records will also be reviewed monthly to note student growth.
Classroom Supplies	Culturally relevant classroom libraries will be provided for each classroom Chart paper and markers	Yearly	\$7,500 \$1,650	Students will keep reading logs to note the titles, genres, and time spent reading each trimester. Anchor charts will be visible in classrooms.

Part 6c: Selection of Improvement Model – Implementation Years – SY 2017-2018, SY 2018-2019, and SY 2019-2020

Instructions: Complete the table below detailing the three-year implementation plan, if selected improvement model is: Transformation, Turnaround, Early Learning or Whole School Reform. Restart and Closure models do not need to complete. RURAL schools (as defined under subpart 1 or 2 of part B of Title VI of the ESEA Rural Education Assistance Program) may elect to modify ONE principle for Turnaround or Transformation. (200 word maximum for each action step)

Please reference the IDOE SIG website: www.doe.in.gov/sig and utilize the document: **1003g SIG Models Part 6 SY 2016-2017**, to help complete the Required Elements column that aligns with your model selection.

Required Elements	Person(s) Responsible	Action Steps			Budgeted Items
		SY 2017-2018	SY 2018-2019	SY 2019-2020	
Increase teacher and school leader effectiveness	Principal Peggy Thomas/Building Leadership Team/SchoolRise coordinators	Edgewood Elementary will continue to use SchoolRise to provide professional development, a self-assessment, and data analysis to determine progress on goals for the next two school year.	Edgewood Elementary will continue to use SchoolRise to provide professional development, a self-assessment, and data analysis to determine progress on goals for the next school year.	Edgewood Elementary will use SchoolRise to provide professional development, a self-assessment, and data analysis to determine progress on goal during the current school year.	Year 2- \$38,000 Year 3- \$38,000 Year 4- 23,000
Redesign of the current leadership structure in the building	Principal Peggy Thomas, Six Identified Teacher Leaders	Teacher leaders will take part in leadership development course "What Works In Schools" through ASCD in order to implement, and evaluate systems of job-embedded professional development Teacher incentive for time beyond school day to complete course work.	Teacher leaders will take part in leadership development course "Building Teachers' Capacity for Success" through ASCD in order to implement, and evaluate systems of job-embedded professional development Teacher incentive for time beyond school day to complete course work.	Teacher leaders will continue to implement, and evaluate systems of job-embedded professional development Teacher incentive for time beyond school day to complete course work.	\$774 per year- ASCD \$4200 stipends & \$322 fringes per year
Implementation around comprehensive instructional reform strategies; creating community-oriented schools	Principal Peggy Thomas, Instructional Coach Kristin Smith, Cogmed Consultant	Teachers will continue to implement strategies from Fisher and Frey, and Pearson's Cogmed	Teachers will continue to implement strategies from Fisher and Frey, and Pearson's Cogmed	Teachers will continue to implement strategies from Fisher and Frey, and Pearson's Cogmed	\$2,300 per year
Implementation around comprehensive instructional reform	Principal Peggy Thomas, Instructional Coach Kristin Smith,	Provide access for all students to the i-Ready Reading and Math Learning Paths.	Provide access for all students to the i-Ready Reading and Math Learning Paths.	Provide access for all students to the i-Ready Reading and Math Learning Paths.	No cost to grant

strategies; creating community-oriented schools					
Implementation around comprehensive instructional reform strategies; creating community-oriented schools	Counselor, Principal, and Key Teachers (Response to Instruction Team)	Edgewood will assess and modify the student protocol-through RtI to review their data as they enter our building.	Edgewood will assess and modify the student protocol-through RtI to review their data as they enter our building.	Edgewood will assess and modify the student protocol-through RtI to review their data as they enter our building.	No Cost to the grant
Implementation around comprehensive instructional reform strategies; creating community-oriented schools	Five Identified Teacher Leaders, Eric Jensen, School Counselor Melissa Glowski, Principal Peggy Thomas, All teachers and instructional assistants, Instructional Coach Kristin Smith	Edgewood will provide continued professional development in the areas of behavior through training provided by Eric Jensen on the Growth Mindsets described in the book . In addition to this behavior training, we will provide further professional development in Responsive Classroom.	Edgewood will continue with behavior training through Eric Jensen's growth mindsets and professional development in Responsive Classroom	Edgewood will continue with behavior training through Eric Jensen's growth mindsets and professional development in Responsive Classroom	\$2,800-stipends \$215- fringes (Per Year)
Implementation around comprehensive instructional reform strategies; creating community-oriented schools	Principal Peggy Thomas, Social Work intern, Counselor Melissa Glowski	Identified students will work with social work intern	Identified students will work with social work intern	Identified students will work with social work intern	No Cost to the grant
Providing operational flexibility and sustained support	Principal Peggy Thomas, Instructional Coach Kristin Smith	Funds for an additional seven days for the Instructional Coach to provide support for implementation of building-wide initiatives as identified in the 1003(g) Funds for a permanent guest teacher to provide release time for teacher observation and debriefing.	Funds for an additional seven days for the instructional coach to provide support for implementation of building-wide initiatives as identified in the 1003(g) funds Funds for a permanent guest teacher to provide release time for teacher observation and debriefing.	Funds for an additional seven days for the instructional coach to provide support for implementation of building-wide initiatives as identified in the 1003(g) funds Funds for release time using guest teachers for the teacher leaders who are planning professional development.	\$1,400-stipends \$107-fringes (Per year) \$36,230-long-term sub teacher salary

		Funds for release time using guest teachers for the teacher leaders who are planning professional development.	Funds for release time using guest teachers for the teacher leaders who are planning professional development.		\$6,576-fringes
Implementation around comprehensive instructional reform strategies; creating community oriented school	<p>30 Chromebooks will be available for check out so that parents can access grade book, online learning supports, and support with their child(ren)'s homework.</p> <p>Kid friendly tablets made available for all students to check out and keep.</p> <p>Principal Peggy Thomas, Instructional Coach Kristin Smith</p>	<p>30 Chromebooks will be available for check out so that parents can access grade book, online learning supports, and support with their child(ren)'s homework.</p> <p>Kid friendly tablets made available for all students to check out and keep.</p>	<p>30 Chromebooks will be available for check out so that parents can access grade book, online learning supports, and support with their child(ren)'s homework.</p> <p>Kid friendly tablets made available for all students to check out and keep.</p>	<p>30 Chromebooks will be available for check out so that parents can access grade book, online learning supports, and support with their child(ren)'s homework.</p> <p>Kid friendly tablets made available for all students to check out and keep.</p>	<p>No added cost in years 2-4</p> <p>Year 4- \$11,150</p> <p>\$7,110- Year 2</p> <p>\$7,110- Year 3</p> <p>\$24,648- Year 4</p>
Classroom Supplies	Principal Peggy Thomas, Instructional Coach Kristin Smith	<p>Culturally Responsive Classroom libraries</p> <p>Chart Paper and Markers</p>	<p>Culturally Responsive Classroom libraries</p> <p>Chart Paper and Markers</p>	<p>Culturally Responsive Classroom libraries</p> <p>Chart Paper and Markers</p>	<p>\$2,250- Year 2</p> <p>\$2,250- Year 3</p> <p>\$2,250- Year 4</p> <p>\$1,650</p>

Part 6d: Selection of Improvement Model – Sustainability Year - SY 2020-2021

Instructions: Complete the table below for sustainability year of SIG, if selected improvement model is: Transformation, Turnaround, Early Learning or Whole School Reform. Restart and Closure models do not need to complete. (200 word maximum for each action step)

Please reference the IDOE SIG website: www.doe.in.gov/sig and utilize the document: **1003g SIG Models Par 6 SY 2016-2017**, to help complete the Required Elements column that aligns with your model selection.

<u>Required Elements</u>	<u>Action Steps and Person(s) Responsible</u>	<u>Timeline</u>	<u>Budgeted Items</u>	<u>Measurable Outcomes</u>
Replace the principal who led the school prior to implementing the model	School Principal was replaced in the 2012-2013 school year. The new principal is Peggy Thomas.	Completed in 2012	No cost to the grant	The Principal will take part in two virtual training sessions with SchoolRise which will be documented in reflective journaling. Increased student achievement: 5% per year, and parent involvement 10% per year.
Redesign of the current leadership structure in the building	Teacher leaders have been trained to develop, implement, and evaluate systems of job-embedded professional development using ASCD. Release time will be given for teachers to observe in one another's classroom. Funds for a permanent guest teacher to provide release time for teacher observation and debriefing. Persons Responsible: Principal Peggy Thomas, Six Identified Teacher Leaders	Multiple Quarters	\$36,230- stipends \$6,576- fringes	Teachers will use peer observation and debriefing to improve instruction. Meeting notes will be kept in a Doc to review learning and changes in practice. Observation dates and how the guest teacher was used will be kept in a Google Sheet. Each teacher will have 2 peer observations with debriefing.
Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement	Continue using RISE Evaluation System to assess teacher effectiveness and student growth.	Completed annually	No cost to the grant	All teachers will have two formal evaluations each year. This will be documented in PIVOT.
Providing the staff with financial incentives or opportunities for leadership development	Seven teachers will be paid a stipend to plan differentiated PLCs based on teacher needs using training they received through ASCD 12 hours X 7 people	Multiple Phases	\$4,200- stipends \$322- fringes	Time will be logged using Google sheets as the teachers plan and present at PLCs. A comprehensive plan will be created to map the job-embedded professional development occurring during the year.
Increase teacher and school leader effectiveness	Edgewood Elementary will use SchoolRise to provide professional development opportunities on leadership and development of principals, curriculum leaders, and teacher leaders via virtual sessions and ongoing communication. Person Responsible: Principal Peggy Thomas/SchoolRise coordinators	Multiple Phases	\$4,800	Student data, School-wide Plan and Student Improvement Plan will be kept using the Assist platform.
Implementation around comprehensive instructional reform strategies; creating community-oriented schools	Edgewood will continue with new student protocols-through RtI to review their data as they enter our building.	Multiple Quarters	No Cost to the grant	RtI notes will be maintained. Records will be updated every four to six weeks to document progress. This will be kept in the RtI Google folder and shared with the RtI team and teachers.

Implementation around comprehensive instructional reform strategies; creating community-oriented schools	Identified students will work with social work intern Person Responsible: School Counselor Melissa Glowski, Social work intern, Principal Peggy Thomas		No Cost to the grant	Social work intern will have a list of students and documentation of their participation.
Implementation around comprehensive instructional reform strategies; creating community-oriented schools	Edgewood will continue to implement prior professional development in the areas of behavior through training provided by Eric Jensen on the Growth Mindsets described in the book Poor Students, Rich Teaching. 1 day training in the summer for instructional assistants to gain professional development in the mindsets and intervention strategies.	Multiple Quarters	No Cost to the grant \$449- stipends \$83- fringes	Professional Learning Community notes and sign in sheets to document attendance and participation. Instructional assistants will document the new interventions used in a Google Doc as they work with each student.
Implementation around comprehensive instructional reform strategies; creating community-oriented schools	Edgewood's staff and Edgewood School Association will host monthly family events focused on learning, Parent/Community Engagement.	Monthly	No Cost to the grant	There would be a 10% increase in the number of families participating in family nights and during the school day. This will be documented on the sign in forms that parents will fill out upon arrival. We will document the number of parents who sign up and complete background checks.
Implementation around comprehensive instructional reform strategies; creating community-oriented schools	Partnership will be maintained with the community churches called the FBI (Fathers or father figures Being Involved).	Monthly	No Cost to the grant	15 mentors, one for each classroom, will work to ensure that students have a positive male role model. The partnership will also increase our community support. Mentoring will be documented in a Google Sheet with dates and activities completed.
Implementation around comprehensive instructional reform strategies; creating community-oriented schools	30 Chromebooks are available for check out so that parents can access grade book, online learning supports, and support with their child(ren)'s homework. Kid friendly tablets made available for all students to check out and keep Chromebook Cart	Yearly	No cost to the grant \$7110 for new students	Students will be able to use i-Ready math and reading online curriculum at home. This will be monitored through a Google Sheet. Students will be able to read digital media and use digital tools for research at home. Students will complete time on task logs, which we be turned in monthly.
Increase learning time for students and staff	All students at Edgewood would have access during the summer to their reading and math learning paths Funds to provide access for all students to the i-Ready Reading and Math Learning Paths.	Multiple Phases	No Cost to the grant	The time students are accessing their learning paths will be documented on a Google Sheet . Teachers will also compare to their beginning of the year assessment to determine growth.

Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)	Seven days for the Instructional Coach to provide support for implementation of summer i-Ready	Multiple Phases	\$1,400- stipends \$107- fringes	The instructional coach will document phone calls made to individual homes and level of support that was given. Scores from beginning to end of summer will be compared for growth.
Increase learning time for students and staff	Selected students will use the Cogmed computer program from Pearson to develop working memory . 15 trainees	Multiple Phases	\$2,300	Student time on program will be documented in a Google Sheet and compared to scores on reading running records.
Implementation around comprehensive instructional reform strategies; creating community-oriented schools	Partnership with Purdue Northwest and serve as their site for pre-service teachers (See Appendix)	Multiple Phases	No Cost to the grant	Professional Learning Community notes and sign in sheets to document attendance and participation will be kept in Google. Running records will also be reviewed monthly to note student growth.
Classroom Supplies	Culturally Responsive Classroom libraries for each classroom Chart Paper and Markers for Teachers	Multiple Phases	\$4,500 \$1,650	Students will keep reading logs to note the titles, genres, and time read per trimester. Anchor charts will be visible in 100% of classrooms.

Part 6e: Selection of Improvement Model – DISTRICT Sustainability Year - SY 2021-2022

Instructions: Complete the table below detailing the sustainability plan for **AFTER** SIG funding, if selected improvement model is: Transformation, Turnaround, Early Learning or Whole School Reform. Restart and Closure models do not need to complete () (200 word maximum for each action step)

Please reference the IDOE SIG website: www.doe.in.gov/sig and utilize the document: **1003g SIG Models Part 6 SY 2016-2017**, to help complete the Required Elements column that aligns with your model selection.

<u>Required Elements</u>	<u>Action Steps and Person(s) Responsible</u>	<u>Timeline</u>	<u>Budgeted Items</u>	<u>Measurable Outcomes</u>
Replacement of Principal	LEA will meet with the Principal monthly to review both formative and summative data. Principal will receive support from SchoolRise through virtual and in person trainings.	2021-2022 and beyond	\$4,800	Student achievement will be monitored quarterly to note growth.
Redesign of the current leadership structure in the building	The Professional Learning Community meetings will be differentiated based on teacher needs. The planning and implementation of professional development will be spearheaded by the identified teacher leaders. Person(s) Responsible: Principal Peggy Thomas, Five identified teacher leaders,, Instructional Coach Kristin Smith	2021-2022 and beyond	No added cost	Quantifiable pre and post surveys will be generated from each stakeholder population utilizing a Likert scale format.
Use of a teacher evaluation system which takes student growth into account as a significant factor	School principal is responsible for staff evaluations two times per year.	2021-2022 and beyond	No added cost	Edgewood continues to implement RISE evaluations. Each teacher will have two formal evaluations throughout each school year.
Providing staff with financial incentives and opportunities for leadership development	Staff will continue to have PD and leadership opportunities that are rewarded through stipends. Persons Responsible: Principal Peggy Thomas, Instructional Coach Kristin Smith, Five identified teacher leaders	2021-2022 and beyond	4000 in stipends & 306 in FICA	Completed coursework; sign in sheets; agendas
Increase learning time for students and staff	Students will be expected to complete 45 minutes in both math and reading learning paths throughout the summer Persons Responsible :Principal Peggy Thomas, Instructional Coach Kristin Smith	2021-2022.	No added Cost	Maintaining summer online learning path & instructional support to student; increase in student achievement
Implementation around comprehensive instructional reform strategies; creating	Purposeful community/ school partnerships that supports students academic achievement and addresses unique needs of subgroups.	2021-2022 and beyond	\$1,000	Increase in Edgewood School Association membership; volunteer logs. Increased presence of fathers or father figures actively engaged in the building.

community-oriented schools	Persons Responsible: Principal Peggy Thomas, Instructional Coach Kristin Smith, Edgewood Support Association			
Implementation around comprehensive instructional reform strategies; creating community-oriented schools	Ameliorate external barriers which hinder students social/emotional growth through using Responsive Classrooms , Eric Jensen’s Growth Mindsets and Social Work intern. Persons Responsible: Principal Peggy Thomas, Instructional Coach Kristin Smith	2021-2022 and beyond	\$1,200 Stipends & \$92 in fringes	Decrease in behavior referrals and an increase in attendance. Fewer students with multiple referrals.

Part 7: Data Collection Tools

Instructions: Please provide a list of all assessments and programs that your school utilizes.

Assessments	Behavior Programs	Attendance Programs	Intervention Programs	Grading System/Parent Access Programs	Other School Programs
<ul style="list-style-type: none"> ● mClass K-2 Reading ● i-Ready 3-6 Reading ● i-Ready K-6 math ● Jan Richardson 3-6 Running Records 	<ul style="list-style-type: none"> ● Eric Jensen's Mindsets ● Responsive Classroom ● Whole Brain Teaching ● Class Dojo 	<ul style="list-style-type: none"> ● Project Attend ● Social Work Support 	<ul style="list-style-type: none"> ● Fountas and Pinnell Leveled Literacy Intervention ● i-Ready student lessons ● Word Callers ● Teachers College Reading and Writing Project 	<ul style="list-style-type: none"> ● RDS Parent Access 	<ul style="list-style-type: none"> ● National Junior Honor Society ● Student Council ● Master Gardeners

Part 8: Outcome Artifact

Instructions: Schools will be required to produce a tangible outcome piece to be shared with IDOE and published on IDOE website as resources for other schools for each year of the grant. This outcome piece will serve as the culminating piece of the yearly grant, as well as a piece of monitoring. Outcome Artifacts will be due summer of each year. Possible Outcome Artifacts could include: mini-lesson video, recording of students working on an activity, WebEx, How-To One-Pager, Blog, or Podcast. Outcome Artifacts should be linked to goals in your SIG grant, as well as one of the following areas: Leadership, Effective Instruction, or Interventions/Data. (1 page maximum)

Briefly describe what the school will plan to submit as an Outcome Artifact at the end of SY 2016-2017 and how this will be aligned to your grant.

Edgewood will submit outcome artifacts that align with our grant's focus areas of supports in place for subgroups, internal leadership, and community/school partnerships to document Edgewood's journey to success. These artifacts will be in the form of photographs, videos, and professional development samples. Edgewood students will assist in the photography and video creation of the outcome documentation. These artifacts will be acquired throughout the grant cycle as examples of the grant's progress. We will also gather the artifacts while parents are present and learning about their child's progress. Edgewood staff and students will make annual presentations regarding these elements to the Board of School Trustees plus school constituency groups. Presentations will be utilized for new staff orientation, linked to the school's website, and archived for the "outcome artifact" documentation.

Part 9: Selection of External Providers (Optional)

Instructions: Whole School Reform **REQUIRES** the selection of a third party – a strategy developer – as part of implementation.

An LEA may use an “external provider” such as a charter school operator or education management organization in a Restart model or contract with a turnaround organization to assist with implementing the Turnaround model. An LEA may also use an external provider for technical expertise in implementing various components of all models, including evaluation its data, job-embedded professional development, teacher evaluation and support, or safe school environments.

If the LEA will use an external provider, complete the table below:

<p>Will the district use an external provider?</p>	<p>Yes. SchoolRise will be a partner with Edgewood to do an in-depth, collaborative Needs Assessment, align grade level expectations, develop an outline of common assessments and curriculum and define the challenging expectations for an Edgewood graduate.</p>
<p>1. Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each school’s identified SIG needs</p>	<p>Based on recommendations and indicators this year from another school in our district with similar demographics, SchoolRise has demonstrated a positive impact on early measurable outcomes.</p>
<p>2. Selecting an external provider based upon the provider meeting school needs, and their commitment of timely and effective implementation</p>	<p>The goal of SchoolRise is to help schools implement a system for improving student achievement through standard-based curricula. The SchoolRise philosophy is that the key to improving student outcomes is through the school’s implementation of a coherent curriculum, in which benchmarks for student learning, assessment, and instruction are coordinated across grades. The teachers are brought together as a professional learning community and provided with systematic professional development that provides them with the content area knowledge while building leadership capacity. All work is focused on the needs of the school and the students served. The five year plan begins with the comprehensive needs assessment, three half days of PD strategically placed across the year along with two virtual support sessions to build the leadership capacity of the leadership team and provides a methodology to track progress and demonstrate accountability. Years two and three are for heavy lifting and include (6) half-day sessions across the school year and two virtual sessions. Year four includes (3) half day sessions to continue the curriculum work along with two virtual sessions for the leadership team. Year five includes the two virtual sessions to wrap up the leadership development and help the team evaluate overall impact, plan for the future, and continue the momentum</p>

	as an effective investment of resources that will be sustained beyond the funding cycle.
3. Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel	SchoolRise will complement the LEA's design of monthly principal meetings and quarterly monitoring sessions with the Building Leadership Team, to ensure a rigorous and in-depth implementation plan that will bring about transformational change. By spacing the SchoolRise PD visits across the school year, in combination with the LEA support, school and district staff will have an opportunity to internalize the changes, track progress, reflect on practice, and incorporate new learning.
4. Assessing the services, including, but not limited to: communication, sources of data used to evaluate effectiveness, monitoring of records, in-school presence, recording and reporting of progress with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school's identified needs	SchoolRise provides ongoing communication and support between PD sessions. The SchoolRise staff plans with the principal and leadership team to ensure that the services target what the school needs to accelerate achievement and meet the unique learning needs of all students. The monthly monitoring of data, mentoring support and quarterly monitoring visits of practices by the district will add to the conversation and ensure that supports are in place and adaptations are made to ensure progress is maintained.
5. Scope of work is provided, or can be provided prior to start of grant. If scope of work not available at time of submission, summary of school expectations for External Provider must be provided. Prior to an external provider work beginning, LEA must receive IDOE approval.	Documentation of the SchoolRise services are provided in Appendices 4, 5 & 6.

Part 10: LEA Capacity to Implement the Improvement Model and LEA Risk Assessment

Instructions: Provide district evidence for each capacity task below. Evidence pieces listed below are recommended.

<p>1. Projected budgets are sufficient and appropriate to support the full and effective implementation of the intervention for up to five years, while meeting all fiscal requirements, being reasonable, allocable, and necessary, and clearly planning for sustainability after funding</p>	X	<input type="checkbox"/>	<p>The primary costs associated with the implementation of this model relate to professional development necessary to build capacity for distributed leadership to support the enhanced culture and climate of the building in addition to accelerating math, reading, and writing achievement. District-wide technology enhancements will dovetail with the professional development to create a culture that is more student-centered, focusing on high engagement with students owning their learning, where students power up when they enter the classroom and utilize the technology to support their learning. The only FTE to be funded through 1003(g) grant funds is a permanent sub to provide consistent, reliable instruction while staff participate in during the day professional development. This grant was written to be self-sustainable.</p>
<p>2. The LEA and administrative staff have the credentials, demonstrated track record, and have made at least a five-year commitment to the implementation of the selected model</p> <ul style="list-style-type: none"> ● Ability to recruit new principals through partnerships with outside educational organizations and/or universities ● Statewide and national postings for administrative openings ● External networking ● Resumes provided ● Data examined to demonstrate track record ● Principal hiring process ● Principal transfer procedures/policies 	X	<input type="checkbox"/>	<p>The central office administrative team have experience with multiple year grants including: Math Science Partnerships (3 grants), Even Start (10+ years), 21st Century Learning Communities (Federal & State for 15+ years), Elementary and Secondary Counseling (6 years) Title I, Title II, and other state competitive grants. Principal Peggy Thomas was hired in 2012 based on her exceptional record of achievement as a Literacy Coach and Assistant Principal in the district. When the previous principal filed for retirement at the end of the 2011-12 school year, the district established an interview team lead by the Associate Superintendent and a school based team. The team interviewed several qualified candidates and had no question that Mrs. Thomas was the right leader for Edgewood. Principal Thomas is committed to lead Edgewood for the five-year grant cycle..</p>

<p>3. School Board is fully committed to eliminating barriers, so that staffing, curriculum, calendar, & operational flexibility, allow implementation of selected model</p> <ul style="list-style-type: none"> • School Board Assurances • School Board Meeting Minutes from proposal and or discussion • Supports the creation of a new turnaround office (or reorganization if schools are being added to district) with an appointed turnaround leader having significant and successful experience in changing schools 	X	<input type="checkbox"/>	<p>School Board President, Don Dulaney provided a letter of support for this proposal that indicates an understanding of the challenges, and a commitment to full implementation. (See Appendix 7b.) School Board Vice President, Marty Corley is a founding member of Fathers (and Father Figures) Being Involved (FBI) which is providing weekly mentors for 15 classrooms as well as mentors for fathers who need support in parenting. With the influence of the School Board Vice President's active participation, a commitment of approximately \$5000 was secured to implement the initiative</p>
<p>4. The superintendent is fully committed to eliminating barriers, so that staffing, curriculum, calendar, & operational flexibility, allow implementation of selected model</p> <ul style="list-style-type: none"> • Superintendent Assurance • School Board Meeting Minutes from proposal and or discussion • Superintendent SIG Presentation • Creation of a new turnaround office with appointed turnaround leader having significant and successful experience in changing schools 	X	<input type="checkbox"/>	<p>After her first year in Michigan City Area Schools, Superintendent Dr. Barbara Eason Watkins identified leadership weaknesses at Edgewood Elementary School. The sitting principal at the time was approaching retirement and had significant health problems. As a result, faculty were not participating in professional development activities at the same rate as other schools within the district, and had been slow to adopt and effectively implement the district's guided reading literacy program and mathematics texts. The existing literacy coach did not enjoy a strong coaching relationship with the school faculty. There was no functional school leadership team.</p> <p>The superintendent has provided Principal Thomas a unique level of operational flexibility. In 2012-13, when Principal Thomas was hired, she was given the opportunity to recruit and hire her pick of Instructional Coach for the building. This was done with significant leveraging from the district as this involved moving this person from two of the district's highest performing schools with significant resistance from the principals at those buildings.</p>
<p>5. Teacher's union is fully committed to eliminating barriers, so that implementation, including but not limited to teacher evaluations, hiring, dismissal & length of school day are allowed</p>	X	<input type="checkbox"/>	<p>MCEA Edgewood Building Representative, Courtney Barber & MCEA President Mandy Chastain have both</p>

<ul style="list-style-type: none"> ● Teacher Union Assurance 	<ul style="list-style-type: none"> ● An outline of amendments to SIG Teacher contracts that will allow for full implementation 		<p>provided letters of support (Appendix 8e & 8f). The project was brought to MCEA & Administrative Discussions on August 23, 2016 receiving full support.</p>
<p>6. The district has a robust process to select staff for 1003(g) building</p> <ul style="list-style-type: none"> ● Teacher Union Assurance ● An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model ● Principal ownership in staff hiring process ● Detailed and descriptive staff hiring process ● Staff transfer policies & procedures ● Staff recruitment, placement & retention procedures 		X	<input type="checkbox"/> <p>Currently, reduction in force is first and foremost tied to evaluated performance. Additionally, the "right to return" has been eliminated as a factor in teacher placements. Under the current Teacher Placement criteria, whenever openings occur at schools the district develops a candidate pool; principals are then given the opportunity to interview and select from within that pool. In an effort to provide additional flexibility to Edgewood, the district is committed to allowing Edgewood uniform "First Pick" status from that pool. In other words, before any other schools can select, Edgewood will be allowed to fill its vacancies. Schools have an interview team for any certified position open within their building. Schools have control over new hires.</p>
<p>7. District has process for monitoring & supporting the implementation of the selected improvement model. District's process includes, at minimum, the required pieces:</p> <ul style="list-style-type: none"> ● Monthly Monitoring of SIG Programming & Implementation ● Evaluation System for Programming & Implementation of SIG ● Data Review Plan ● Special Populations Review Plan ● Fiscal Monitoring Plan ● Timeline & Responsible Parties for all above plans 		X	<input type="checkbox"/> <p>The district Director of Curriculum & Instruction, who also oversees the Title I programs will provide monitoring and support for the implementation of this grant. Quarterly monitoring meetings will be held with the principal and building leadership team to assess progress, review data, and determine if changes or corrections are needed. As part of the State Development Network, the Superintendent and Director of Curriculum will hold monthly meetings with each principal to monitor the academic progress of the school's subgroups.</p> <p>All contracts with outside providers, and other purchases especially for special populations, will go through and be monitored by the Title I Office. Monthly budget updates will be provided to the principal.</p> <p>The Curriculum Director will participate with the staff in DOE meetings, site visitations and monitoring meetings. The district director will also participate with the principal in classroom walkthroughs.</p> <p>A district assessment calendar is . Edgewood will have their own</p>

		<p>professional development calendar which will cross reference the district professional development offerings. Edgewood staff have full access to all district summer professional development offerings and have a recent track record of taking full advantage of these sessions.</p> <p>As a Title I school-wide program, Edgewood complies with all Title I parent involvement requirements, including a school compact, parent involvement handbook, parent meetings, parent input in the school improvement process, and sharing/explaining school and student test data with parents.</p>
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Instructions: In compliance with Uniform Grants Guidance §200.205 LEAs must complete a risk assessment. Please provide district explanation and/or evidence for each yes/no response below.



<p>1. District has effective procedures and controls in relation to how the SIG program will be run.</p>	<p>X</p>	<p><input type="checkbox"/></p>	<p>The district Director of Curriculum & Instruction, who also oversees the Title I programs will provide monitoring and support for the implementation of this grant. Quarterly monitoring meetings will be held with the principal and building leadership team to assess progress, review data, and determine if changes or corrections are needed. As part of the State Development Network, the Superintendent and Director of Curriculum will hold monthly meetings with each principal to monitor the academic progress of the school's subgroups.</p> <p>All contracts with outside providers, and other purchases especially for special populations, will go through and be monitored by the Title I Office. Monthly budget updates will be provided to the principal.</p>
<p>2. Specific district staff will be assigned to the SIG program, and this staff has experience working with federal programs.</p>	<p>X</p>	<p><input type="checkbox"/></p>	<p>The central office administrative team have experience with federal grants including: Math Science Partnerships (3 grants), Even Start (10+ years), 21st Century Learning Communities (Federal & State for 15+ years), Title I, Title II, and other state competitive grants.</p> <p>Curriculum Director, Dr. Jan Radford, has 22 years of state and federal grant experience. Micki Webb, Data & Grants Specialist, has 27 years of grant experience.</p>
<p>3. School's SIG plan addresses needs of all students and subgroup populations.</p>	<p>X</p>	<p><input type="checkbox"/></p>	<p>The design of this proposal is to create a culture of learning for all members of the learning community including both students and staff. School Rise will work with staff to build both leadership capacity and academic understandings. School Rise will engage staff in determining outcome</p>

			<p>expectations per grade level and assessments to monitor progress, The focus on "growth mindset" and non-cognitive indicators is directed to support all subgroups. The first goal of this proposal is "All supports in place for subgroups encouraging academic success."</p> <p>The district, through the State Development Network, requires the Superintendent and Director of Curriculum to have monthly progress monitoring meetings with each principal relative to their subgroups' performance.</p>
4. School has a system in place for parent notification and involvement of SIG planning and implementation.	X	<input type="checkbox"/>	Edgewood has a parent member on BLT, which was the planning committee for the SIG grant. A presentation was made for the Back to School night where parent input and commitment was obtained. (Agenda, Sign-In Sheets & slides are in Appendix 11)
5. District has not had any significant findings in the last three years from State Board of Accounts (SBOA) or Onsite Consolidated Federal Monitoring.	X	<input type="checkbox"/>	Neither the Title I desktop audit or the May 2016 fiscal audit revealed any significant findings for the Michigan City Area Schools.
6. District has not been in excess carry-over anytime in the last three fiscal year cycles.	X	<input type="checkbox"/>	Michigan City Area Schools has not had excess carry-over in the last three fiscal year cycles. MCAS spends 100% of the previous year's carry-over and more than 85% of each year's allocation. The Title I Allocation letters for the last three years are included in Appendix 10 demonstrating appropriate levels of carry-over.

Part 11: Budget

Instructions: The budget will be completed in a separate Excel workbook for all years of funding. Once approved by IDOE, this budget will serve as the operating budget for the duration of the grant, unless otherwise amended and approved by IDOE. Complete the budget spreadsheet for each year of SIG, the district sustainability budget, and the district funding alignment. (Total funding tab will populate on its own. You do not need to complete this tab.)

Budget spreadsheets should be completed and turned in with the full application at 1003g@doe.in.gov.